



# CALIFORNIA STATE BOARD OF EDUCATION

## SEPTEMBER 2004 AGENDA

### SUBJECT

#### STATE BOARD PROJECTS AND PRIORITIES.

Including, but not limited to, future meeting plans; agenda items; State Board office budget; staffing, appointments, and direction to staff; declaratory and commendatory resolutions; update on litigation; bylaw review and revision; review of the status of State Board-approved charter schools as necessary; the 2002-2004 Biennial Report to the Governor; and other matters of interest.



Action



Information



Public Hearing

### RECOMMENDATION

Approve the 2002-2004 Biennial Report to the Governor and consider and take action as necessary and appropriate regarding State Board Projects and Priorities.

### SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

At each regular meeting, the State Board has traditionally had an agenda item under which to address "housekeeping" matters, such as agenda planning, non-closed session litigation updates, non-controversial proclamations and resolutions, bylaw review and revision, election of State Board officers, and other matters of interest. The State Board has asked that this item be placed appropriately on each agenda.

### SUMMARY OF KEY ISSUES

#### 2002-2004 Biennial Report to the Governor

Every two years, the State Board is required to present to the Governor a report on its activities. The report highlights major State Board actions and policy decisions. The report is due to the Governor on September 30, 2004. Board staff recommends approval of the 2002-2004 Biennial Report to the Governor.

#### Board Member Liaison Reports

In the past, State Board members serving as liaisons to advisory groups and other organizations reported to their colleagues on the meetings, other activities, and issues of concern of those groups. These brief, informal reports were given orally at State Board meetings. The State Board may wish to consider including Board Member Liaison Reports on the agenda of future meetings.

#### Reports from State Board Advisory Bodies

There are currently six advisory bodies that meet separately from and provide advice to the State Board: the Title I Committee of Practitioners, Child Nutrition Advisory Council, Advisory Commission on Charter Schools, Advisory Commission on Special Education, Curriculum and Supplemental Materials Commission, and English Learner Advisory Committee. The State Board may wish to ask these advisory bodies to provide updates on their activities in information memoranda.

**Update on State Board Charter Schools**

Staff will report on the STAR and CAHSEE test results and the schoolwide Academic Performance Indexes (APIs) of the State Board-approved charter schools.

**Report on California Charter Academy**

The Board will be provided an update on the closure of the four California Charter Academy schools, CDE's outreach on behalf of the displaced students and families, and the ongoing audit and investigation of those schools.

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**FISCAL ANALYSIS (AS APPROPRIATE)**

Not applicable for this "housekeeping" item.

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**ATTACHMENT**

- Attachment 1: [State Board Bylaws \(as amended July 9, 2003\) \(10 pages\)](#)
- Attachment 2: [Agenda Planner 2004-05 \(4 Pages\)](#)
- Attachment 3: [Acronyms Chart \(3 Pages\)](#)
- Attachment 4: [California State Board of Education Biennial Report to the Governor, 2002-2004 \(17 pages\)](#)
- Attachment 5: [Schedule for Curriculum Framework Development and Adoption of K-8 Instructional Materials](#)

## AGENDA PLANNER 2004-2005

### SEPTEMBER 8-9, 2004 BOARD MEETING ..... SACRAMENTO

#### Other Dates of Interest to the State Board:

- Model content standards for physical fitness, hearings on draft standards
- Curriculum Development and Supplemental Materials Commission, Sacramento, September 29 –October 1
- 2004 Health Adoption, Public Hearing at Curriculum Commission meeting
- Quality Education Committee meeting, Sacramento, September 29-30
- CELDT contract with CTB expires September 14
- CAHSEE Independent Evaluation contract with HumRRO expires September 30

### OCTOBER 2004 ..... NO MEETING SCHEDULED

#### Other Dates of Interest to the State Board:

- Curriculum Commission recommendations on 2004 Health Adoption, for information only
- Proposed policy for all-charter districts, for information only
- Advisory Commission on Charter Schools, Sacramento, October 4
- Title I Committee of Practitioners, Sacramento, October 13-14

### NOVEMBER 9-10, 2004 (TUESDAY/WEDNESDAY) ..... SACRAMENTO

#### Board Meeting

- STAR, update/action as necessary
- CAHSEE, update/action as necessary
- CELDT, update on 2003-04 Initial Assessments
- No Child Left Behind Act, update/action as necessary
- 2004 Health Adoption, Public Hearing and Board action on Curriculum Commission recommendations for instructional materials adoption
- 2005 History-Social Science Adoption, appointment of members to content review panel and instructional materials advisory panel
- Model content standards for physical education, presented for adoption
- Medication Advisory, presented for action
- Accounting Manual, presented for approval
- Student Advisory Board on Education, presentation of recommendations
- Interviews of candidates for 2005-06 Student Member of the State Board
- Presentation of Presidential Awards for Excellence in Mathematics and Science Teaching
- Proposed policy for all-charter districts, presented for action
- Screening Committee meets to consider appointments to Child Nutrition Advisory Council

#### Other Dates of Interest to the State Board:

- Curriculum Development and Supplemental Materials Commission, Sacramento, November 18-19
- Advisory Commission on Charter Schools, Sacramento, November 29

## AGENDA PLANNER 2004-2005

### DECEMBER 2004 .....NO MEETING SCHEDULED

#### Other Dates of Interest to the State Board:

- Quality Education Committee meeting, Sacramento, December 1-2
- Curriculum Development and Supplemental Materials Commission, Sacramento, December 2-3
- CAHSEE contract with ETS for testing through June 2004 expires December 13
- SABE/2 contract with CTB expires December 31
- GED contract with ETS expires December 31

### JANUARY 12-13, 2005 .....SACRAMENTO

#### Board Meeting

- STAR, update/action as necessary
- CAHSEE, update/action as necessary
- CELDT, update/action as necessary
- No Child Left Behind Act, update/action as necessary
- Update on SAIT process at McCabe, Rubidoux, and O'Farell schools
- Career Technical Education standards for adoption
- 2007 Primary Mathematics Adoption, adoption of criteria for evaluating instructional materials
- Teacher of the Year presentations
- United States Senate Youth presentations

#### Other Dates of Interest to the State Board:

- STAR program authorization repealed under ECS 60601, January 1
- Quality Education Committee meeting, Sacramento, January 19-20
- Title I Committee of Practitioners, Sacramento, January 26-27
- Curriculum Development and Supplemental Materials Commission, Sacramento, January 26-28

### FEBRUARY 2005 .....NO MEETING SCHEDULED

#### Other Dates of Interest to the State Board:

Advisory Commission on Charter Schools, Sacramento, February 2

### MARCH 9-10, 2005 .....SACRAMENTO

#### Board Meeting

- STAR, update/action as necessary
- CAHSEE, update/action as necessary
- CELDT, update/action as necessary
- No Child Left Behind Act, update/action as necessary
- 2008 Primary Reading/Language Arts/English Language Development Adoption, adoption of criteria for evaluating instructional materials
- Mathematics Framework, minor revisions, for approval

#### Other Dates of Interest to the State Board:

## AGENDA PLANNER 2004-2005

### APRIL 2005 .....NO MEETING SCHEDULED

#### Other Dates of Interest to the State Board:

- 2005 History-Social Science Adoption, training of instructional materials advisory panel and content review panel, Sacramento, April 4-8
- Advisory Commission on Charter Schools, Sacramento, April 4
- Curriculum Development and Supplemental Materials Commission, Sacramento, April 4 (if necessary)
- Title I Committee of Practitioners, Sacramento, April 19-20

### MAY 11-12, 2005..... SACRAMENTO

#### Board Meeting

- STAR, update/action as necessary
- CAHSEE, update/action as necessary
- CELDT, update/action as necessary
- No Child Left Behind Act, update/action as necessary
- No Child Left Behind Act, initial reconstitution of list of approved supplemental educational service providers for 2005-06 school year
- Report from Los Angeles Unified School District on implementation of full-day kindergarten in decile 1, 2, and 3 schools

#### Other Dates of Interest to the State Board:

- SB 964 report due to Legislature, May 1
- Curriculum Development and Supplemental Materials Commission, Sacramento May 19-20

### JUNE 2005 .....NO MEETING SCHEDULED

#### Other Dates of Interest to the State Board:

- Advisory Commission on Charter Schools, Sacramento, June 6
- STAR CAPA contract with ETS expires June 15
- STAR CST/CAT6 contract with ETS expires June 30
- Expiration of 2004-05 school year list of approved NCLB supplemental educational services providers

### JULY 6-7, 2005..... SACRAMENTO

#### Board Meeting

- STAR, update/action as necessary
- CAHSEE, update/action as necessary
- CELDT, update/action as necessary
- No Child Left Behind Act, update/action as necessary
- Consolidated Applications for 2005-06, for approval

#### Other Dates of Interest to the State Board:

- 2005 History-Social Science Adoption, deliberations of instructional materials advisory panel and content review panel, Sacramento, July 11-14

## AGENDA PLANNER 2004-2005

**AUGUST 2005.....NO MEETING SCHEDULED**

**Other Dates of Interest to the State Board:**

- API and AYP data releases

**SEPTEMBER 7-8, 2005 ..... SACRAMENTO**

**Board Meeting**

- STAR, update/action as necessary
- CAHSEE, update/action as necessary
- CELDT, update/action as necessary
- No Child Left Behind Act, update/action as necessary
- Consolidated Applications for 2005-06, for approval

**Other Dates of Interest to the State Board:**

- Curriculum Development and Supplemental Materials Commission, Sacramento, September 29-30
- 2005 History-Social Science Adoption, Public Hearings at Curriculum Commission meeting

**OCTOBER 2005.....NO MEETING SCHEDULED**

**Other Dates of Interest to the State Board:**

**NOVEMBER 9-10, 2005 ..... SACRAMENTO**

**Board Meeting**

- STAR, update/action as necessary
- CAHSEE, update/action as necessary
- CELDT, update/action as necessary
- No Child Left Behind Act, update/action as necessary
- 2005 History-Social Science Adoption, Public Hearing and Board action on Curriculum Commission recommendations for instructional materials adoption
- Student Advisory Board on Education, presentation of recommendations
- Interviews of candidates for 2006-07 Student Member of the State Board
- Presentation of Presidential Awards for Excellence in Mathematics and Science Teaching

**Other Dates of Interest to the State Board:**

**DECEMBER 2005 .....NO MEETING SCHEDULED**

**Other Dates of Interest to the State Board:**

Curriculum Development and Supplemental Materials Commission, Sacramento, December 1-2

## ***ACRONYMS CHART***

<i><b>ACRONYMS</b></i>	
<b>AB</b>	<b>Assembly Bill</b>
<b>ACCS</b>	<b>Advisory Commission on Charter Schools</b>
<b>ACES</b>	<b>Autism Comprehensive Educational Services</b>
<b>ACSA</b>	<b>Association of California School Administrators</b>
<b>ADA</b>	<b>Americans with Disabilities Act</b>
<b>ADA</b>	<b>Average Daily Attendance</b>
<b>AFT</b>	<b>American Federation of Teachers</b>
<b>AP</b>	<b>Advanced Placement</b>
<b>API</b>	<b>Academic Performance Index</b>
<b>ASAM</b>	<b>Alternative Schools Accountability Model</b>
<b>AYP</b>	<b>Adequate Yearly Progress</b>
<b>BTSA</b>	<b>Beginning Teacher Support and Assessment</b>
<b>CAHSEE</b>	<b>California High School Exit Examination</b>
<b>CAPA</b>	<b>California Alternate Performance Assessment</b>
<b>CASBO</b>	<b>California Association of School Business Officials</b>
<b>CASH</b>	<b>Coalition for Adequate School Housing</b>
<b>CAT/6</b>	<b>California Achievement Test, 6<sup>th</sup> Edition</b>
<b>CCSESA</b>	<b>California County Superintendents Educational Services Association</b>
<b>CDE</b>	<b>California Department of Education</b>
<b>CELD</b>	<b>California English Language Development Test</b>
<b>CFT</b>	<b>California Federation of Teachers</b>
<b>CHSPE</b>	<b>California High School Proficiency Exam</b>
<b>CNAC</b>	<b>Child Nutrition Advisory Council</b>
<b>COE</b>	<b>County Office of Education</b>
<b>ConAPP</b>	<b>Consolidated Applications</b>
<b>CRP</b>	<b>Content Review Panel</b>
<b>CSBA</b>	<b>California School Boards Association</b>
<b>CSIS</b>	<b>California School Information System</b>
<b>CST</b>	<b>California Standards Test</b>
<b>CTA</b>	<b>California Teachers Association</b>
<b>CTC</b>	<b>California Commission on Teacher Credentialing</b>

	<b>ACRONYMS CHART</b>
<b><i>ACRONYMS</i></b>	
<b>EL</b>	<b>English Learner</b>
<b>ELAC</b>	<b>English Learner Advisory Committee</b>
<b>ESL</b>	<b>English as a Second Language</b>
<b>FAPE</b>	<b>Free and Appropriate Public Education</b>
<b>FEP</b>	<b>Fluent English Proficient</b>
<b>GATE</b>	<b>Gifted and Talented Education</b>
<b>GED</b>	<b>General Education Development</b>
<b>HPSGP</b>	<b>High-Priority School Grant Program</b>
<b>HumRRO</b>	<b>Human Resources Research Organization</b>
<b>IDEA</b>	<b>Individuals with Disabilities Education Act</b>
<b>IEP</b>	<b>Individualized Education Program</b>
<b>II/USP</b>	<b>Immediate Intervention/Underperforming Schools Program</b>
<b>IMAP</b>	<b>Instructional Materials Advisory Panel</b>
<b>IMFRP</b>	<b>Instructional Materials Fund Realignment Program</b>
<b>LEA</b>	<b>Local Educational Agency</b>
<b>LEP</b>	<b>Limited English Proficient</b>
<b>NAEP</b>	<b>National Assessment of Educational Progress</b>
<b>NEA</b>	<b>National Education Association</b>
<b>NCLB</b>	<b>No Child Left Behind Act of 2001</b>
<b>NPS/NPA</b>	<b>Non Public Schools/Non Public Agencies</b>
<b>NRT</b>	<b>Norm-Referenced Test</b>
<b>OSE</b>	<b>Office of the Secretary for Education</b>
<b>PAR</b>	<b>Peer Assistance and Review Program for Teachers</b>
<b>PSAA</b>	<b>Public School Accountability Act</b>
<b>ROP</b>	<b>Regional Occupation Program</b>
<b>RLA/ELD</b>	<b>Reading/Language Arts/English Language Development</b>
<b>SABE/2</b>	<b>Spanish Assessment of Basic Education, 2<sup>nd</sup> Edition</b>
<b>SAIT</b>	<b>School Assistance and Intervention Team</b>
<b>SARC</b>	<b>School Accountability Report Card</b>
<b>SAT 9</b>	<b>Stanford Achievement Test, 9<sup>th</sup> Edition</b>



	<b>ACRONYMS CHART</b>
<b><i>ACRONYMS</i></b>	
<b>SB</b>	<b>Senate Bill</b>
<b>SEA</b>	<b>State Educational Agency</b>
<b>SELPA</b>	<b>Special Education Local Plan Area</b>
<b>SBCP</b>	<b>School Based Coordination Program</b>
<b>SBE</b>	<b>State Board of Education</b>
<b>SSPI</b>	<b>State Superintendent of Public Instruction (Jack O'Connell)</b>
<b>STAR</b>	<b>Standardized Testing and Reporting Program</b>
<b>TDG</b>	<b>Technical Design Group (PSAA Advisory Committee)</b>
<b>USD</b>	<b>Unified School District</b>
<b>USDE</b>	<b>United States Department of Education</b>
<b>UTLA</b>	<b>United Teachers-Los Angeles</b>
<b>WIA</b>	<b>Workforce Investment Act</b>

SEPTEMBER 9, 2004

The Honorable Arnold Schwarzenegger  
Governor  
State of California  
Sacramento, CA 95814

Dear Governor Schwarzenegger:

The California State Board of Education is pleased to submit to you our biennial report on the State Board's actions and operations for the years 2002-04.

California has been the nation's leader in establishing world-class standards for what students should know and be able to do. Much of the Board's work from 1996 to 1998 was focused on developing content standards in English-language arts, mathematics, history-social science, science, visual and performing arts, and English language development. For the past two years, the work of the Board was to bring those standards into the classroom and operationalize them for the benefit of all students.

California now has curriculum frameworks, criteria for adopting instructional materials, professional development, and an accountability system that are all aligned with the rigorous academic content standards in all four core areas, English-language arts, mathematics, history-social science, and science.

Highlights of this work over the past two years include:-

- New frameworks in science, mathematics, and visual and performing arts
- Instructional materials adoptions for Reading/language arts and foreign language
- Implementation of AB 466 and AB 75, professional development for teachers and principals that is aligned to the instructional materials used in the classroom
- Strengthening our state accountability system with heavier emphasis on the California Standards Tests on the Academic Performance Index
- Aligning our state accountability system with the accountability provisions in the federal *No Child Left Behind Act of 2001*

We appreciate the opportunity to present this report to you and look forward to continuing our work together to ensure a quality education for all children in California.

Sincerely,

Ruth Green  
President  
California State Board of Education

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**CALIFORNIA STATE BOARD  
OF  
EDUCATION**

**BIENNIAL REPORT  
TO THE  
GOVERNOR**

2002 – 2004

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## MISSION AND MEMBERSHIP

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### *Composition*

The State Board of Education consists of 11 public members, including one student member. The members are appointed by the Governor and approved by a 2/3 vote of the State Senate. Except for the student, each member serves a four-year term.

### *Amount of Time Required of Members*

The State Board of Education holds meetings every other month, generally two days in length. Additional meetings are held when needed. For the months in which no formal meetings are held, information memoranda are sent to the members. These memoranda may cover background material for upcoming items that will require action by the Board, or may be simply information given in order to update the Board on a particular issue.

Board members also may be assigned responsibility to act as liaisons representing the State Board in discussions with staff (as well as with other individuals and agencies) in relation to such topics as assessment and accountability, legislation, and implementation of federal and state programs.

The State Board meeting schedule, agendas, meeting minutes, information memoranda, and other public notices are posted on the Internet at <http://www.cde.ca.gov/be/>. Since February 2003, the web posting has included all background information for each agenda item.

### *Comprehensive Vision, Mission and Goals Statement*

Vision: All California students of the 21st century will attain the highest level of academic knowledge, applied learning, and performance skills to ensure fulfilling personal lives and careers and contribute to civic and economic progress in our diverse and changing democratic society.

Mission: Create strong, effective schools that provide a wholesome learning environment through incentives that cause a high standard of student accomplishment as measured by a valid, reliable accountability system.

Goals:

1. *Standards.* Adopt and support rigorous academic content and performance standards in the four core subjects for kindergarten and grades 1 through 12.
2. *Achievement.* Ensure that all students are performing at grade level or higher, particularly in reading and math, at the end of each school year, recognizing that a small number of exceptional needs students must be expected, challenged, and assisted to achieve at an individually determined and appropriately high level. Advocate for mandatory intervention for every child not at grade level. Do everything possible to ensure that "the job is done right in the first place."
3. *Assessment.* Maintain policies assuring that all students receive the same nationally normed and standards-based assessments, grades 2 through 11, again recognizing that a small number of exceptional needs students must be separately and individually assessed using appropriate alternative means to determine achievement and progress.

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## **POLICY INITIATIVES AND HIGHLIGHTS: 2002-2004**

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### ***Improving Reading Achievement***

In May of 2002, and with assistance from the Reading First Partnership Advisory Committee, the State Board implemented a major provision of the federal No Child Left Behind Act by approving California's application for Reading First. This scientific research based program's goal is to ensure that all children learn to read by the end of the third grade. With the aim of targeting grant funds to districts with the greatest need, and on those with the highest quality proposals, eligibility was limited to local education agencies (LEAs) that have at least 1000 of their second and third graders, or 50% or more of those students, scoring "below basic" and "far below basic" on the California Standards Tests. Participating districts must be committed to the full implementation of scientific-research based and state-adopted instructional programs; use of appropriate valid and reliable screening, diagnostic, and classroom-based assessments; and ongoing professional development for teachers, reading/ literacy coaches, and site principals in the use of those instructional programs and assessments. As of July 1, 2004, 74 districts, 680 schools and 17,611 classrooms were participating in Reading First. Of those 17,611 classrooms, 1,077 are classrooms operating a bilingual program under a Proposition 227 waiver.

### ***Curriculum and Instructional Resources***

The Board adopted a new science framework in February 2002. The framework focuses on content as defined by the grade level and discipline standards for earth, life, and physical science, including the investigation and experimentation strand. It calls for instructional programs and strategies, instructional materials, professional development, and assessments that are aligned with the State Board-adopted science content standards.

In March 2004, the State Board adopted revised criteria for evaluating K-8 science instructional materials for the 2006 primary adoption.

At the December 2002 meeting, the State adopted emergency regulations to implement the new K-12 Instructional Materials Funding Realignment Program (IMFRP) which went into effect January 1, 2003. Authorized under AB 1781, the IMFRP appropriated approximately \$400 million during the 2002-03 fiscal year to provide each student with textbooks or instructional materials that are aligned to the state's academic content standards in English-language arts, mathematics, history-social science, and science.

In January 2003, the State Board approved the evaluation criteria for the next K-8 history-social science textbook adoption to be completed in fall 2005.

Concluding a multi-year process, the 2003 foreign language primary adoption of instructional

materials was completed in November of 2003 with the adoption of six programs for Spanish, three programs for Latin, three programs for French, and one program each for German and Japanese. This was the first adoption of foreign language instructional materials since 1991.

In January 2004, the State Board adopted a new *Visual and Performing Arts Framework for California Public Schools, Kindergarten through Grade Twelve*. The framework serves as the basis for instruction in the visual and performing arts in California's public schools and is the first in the visual and performing arts to be based on State Board-adopted academic content standards. The Board is scheduled to use criteria outlined in the framework to adopt instructional materials for the visual and performing arts in November of 2006.

### ***Standards and Assessment***

In February 2002, the board approved the adoption of performance standards for the California Standards General Mathematics Test and the California Standards Test Integrated Mathematics I, II, and III, using the same five performance standards designations used in the other standards-aligned mathematics tests: advanced, proficient, basic, below basic, and far below basic.

The State Board approved a three-year plan for development of California's assessment system in April of 2002. The plan was intended to accomplish three tasks: 1) to guide the development of key statewide tests, 2) to establish the connections between the tests, and 3) to ensure the quality of the tests. The tests include:

- The Standardized Testing and Reporting (STAR) Program, which includes the California Standards Tests, a nationally normed test (California Achievement Test 6<sup>th</sup> edition as of 2003), and the Spanish Assessment of Basic Education or SABE/2;
- California High School Exit Exam (CAHSEE);
- California English Language Development Test (CELDT);
- Golden State Examinations (GSE) (Note: AB 1266, Chapter 573, Statutes of 2003 discontinued funding and authorization for these exams.)

The three-year plan has six principles:

1. State tests will focus instruction on the mastery of state content standards.
2. All state assessments will conform to rigorous technical standards.
3. California Standards Tests will be the "core" of the state testing and accountability system.
4. A nationally normed test will provide national comparison data on student achievement.

5. Other state assessments will be coordinated with STAR.
6. State assessment results should be designed to be as useful as possible to school administrators, teachers, parents, and students.

In June of 2002, the State Board integrated the results of the California High School Exit Exam into the Academic Performance Index, or API, the annual statewide ranking of schools.

At their November 2002 meeting, the State Board examined a five-year trend analysis of subgroup scores on the Stanford-9 nationally-normed tests (1998-2002) in reading and math by race and ethnicity, as well as by language fluency, program participation (such as Title I and Migrant Education) and parent education level. This analysis showed dramatic achievement gains by Latino and African-American students in the early elementary grades, where the majority of students have experienced the benefit of standards-based instructional materials.

In May of 2003, the Board reviewed the findings of the independent evaluation of the California High School Exit Exam. This evaluation was mandated by AB 1609, which also gave the Board authority to delay the exit exam as a graduation requirement for the class of 2004. The evaluation found that the exit exam is valid and meets all nationally recognized test standards for use as a graduation requirement. The study by the Human Resources Research Organization (HumRRO) also found that the exam has motivated schools and students to focus on academic achievement and mastery of rigorous state academic content standards.

At the July 2003 meeting, the State Board made the decision to delay the CAHSEE as a requirement of graduation for two years and apply the graduation requirement to the class of 2006. The Board delayed the exit exam in light of the HumRRO findings that the test has been a “major factor” in boosting standards-based instruction and learning, but that many students, for different reasons, may not have yet benefited from courses of initial and remedial instruction to master the required standards. The Board also voted to reduce the exit exam from three days to two by requiring only one essay instead of two on the English-language arts portion of the test. The Board encouraged local school districts to continue to improve their remedial programs and to sustain the momentum that has made the exit exam a major catalyst for improving instruction at high schools throughout the state.

In January 2004, the State Board approved blueprints for middle school and high school science tests required under the federal *No Child Left Behind* Act (NCLB), with the administration of the middle school test approved for grade 8 with an emphasis on physical science and the administration of the high school test approved for grade 10 in life science.

In May 2004, the State Board approved performance standards (levels) for the Grade 5 California Standards Test in Science.

The California Alternate Performance Assessment (CAPA) was added to the STAR program during spring 2003. CAPA is an individually administered assessment for students with significant cognitive disabilities. It assesses subsets of the California academic content standards for English-language arts and mathematics and is designed to allow all students to participate in the STAR program. Over 33,000 students participated last year, which represents 0.7 percent of the students who were eligible to take STAR. This is well



within the one percent cap set by the federal government under NCLB for testing the most significantly cognitively disabled students with alternate standards. Performance standards for the CAPA were adopted in July 2003. Science was field tested in 2003-04 for inclusion in the 2004-05 administration of the CAPA.

### ***Accountability***

The State Board took key action in June 2002 in developing a uniform, easy-to-use School Accountability Report Card (SARC) that makes it easy for schools and school districts to post information on the Internet, and for parents and the public to access it. The SARC requires reporting of information such as student performance data, per-pupil expenditures, curriculum and instructional materials, the quality and currency of textbooks, school safety, and the adequacy of school facilities. In response to the requirements of NCLB, district level data was added to the report card in the spring of 2004.

In October of 2002, the Board discussed the process for assigning sanctions for schools in the Immediate Intervention/Underperforming Schools Program (II/USP) who failed to demonstrate significant growth in student achievement. (Significant growth had been defined by the Board in February 2002 as positive growth in the schoolwide API for either of the two years of implementation.) Those sanctions range from an educational audit by a School Assistance and Intervention Team to replacing school principals and even takeover by the State Board. A waiver policy for II/USP schools that perform at higher levels but still do not make “significant growth” and thereby are subject to state sanctions was established in May 2004. This allows those schools that have an API decile rank of 6 or higher and all its student subgroups have an API decile rank of 5 or higher to be placed on watch status instead of being subject to costly state sanctions, thus allowing those dollars to be channeled to schools in greater need.

The passage of the federal *No Child Left Behind Act of 2001* (NCLB) in January of 2002 brought with it a number of requirements with some very short timelines. The first requirement was that states were to submit Part I of their Consolidated State Application by the end of May 2002 (the timeline was extended very late in the process to June 12). This document outlined the goals, performance indicators, and performance targets that would be used as the framework for California’s compliance with NCLB accountability. The document also included detailed descriptions of proposed state-level activities to implement the federal programs in NCLB, along with a description of key programmatic requirements, fiscal information, certifications, and assurances.

In January of 2003, the State Board approved submitting for federal peer review California’s Accountability Workbook, a component of our Consolidated State Application and a major policy piece under NCLB. The main focus of the document was defining Adequate Yearly Progress (AYP). The challenge for the Board was to reconcile California’s accountability system established in 1999 in the Public Schools Accountability Act with the new requirements for accountability in NCLB. NCLB requires that progress be defined in terms of how many students are performing at the proficient level, instead of

considering the growth that may have taken place in student achievement. After several months of discussion and testimony from various stakeholders across the state, the Board decided to maintain its API system while adding the AYP requirements as a separate element of each school's accountability report. As a result, the API and its widely known statewide ranking of schools was maintained with relatively little change. Growth on the API is used as the federally required additional indicator for AYP for all schools. The only recommended change to the API was to add two student groups to the current list of "significant subgroups" that are reported, students with disabilities and English learners. This requires a change in state law (SB722 is pending in the Legislature as of this writing).

Also at the January 2003 meeting, the State Board approved new weightings for the API Base Year reports, increasing the weight assigned to the California Standards Tests (CSTs) to 73 percent at the high school level, reducing the weight of the nationally normed test to 12 percent (with 15 percent for the high school exit exam). For grades 2-8, the weight was revised so that the CSTs constituted 80 percent of the API, reducing the weight to be attached to the nationally normed tests to 20 percent.

At its April 2003 meeting, the State Board approved the submission of Part II of California's Consolidated State Application for NCLB. This submission included the following elements:

- California's Accountability Workbook;
- State targets for percent of students achieving proficiency and above in reading and math (Targets through 2003-04: 13.6 % ELA, 16.0 % Math for Grades 2-8; 11.2 % ELA, 9.6 % math for high school);
- AYP baseline data in the percent of students achieving proficiency and above in reading and math Evidence of adopting academic content standards in math and reading;
- A timeline for adopting academic content standards in science (California presented evidence of adoption of grade level standards in science that had been adopted in 1998.);
- A detailed timeline for developing and implementing NCLB assessments in science; and
- A detailed timeline for setting academic achievement standards on the NCLB assessments in science.

The Alternative Schools Accountability Model (ASAM), established by the *Public Schools Accountability Act of 1999*, provides school accountability based on a system of multiple indicators of growth for alternative schools that serve very high-risk, highly mobile students, including continuation, community day, opportunity, county-operated court and community schools, and California Youth Authority schools, as well as other alternative schools and some charter schools that meet requirements set by the State Board in June 2003. In March 2001, the Board adopted a list of indicators to be used in addition to STAR

test data. At that time, schools were to select two indicators to report. The State Board continued its work on the ASAM in September 2003 by making available a list of locally adopted assessments that could be used as the third indicator of student achievement in reading, writing, or math. ASAM schools were required to use a third indicator for the 2003-04 school year. In July 2004, the Board adopted performance standards for the ASAM performance indicators.

At their meeting in January 2004, the State Board voted to take the steps necessary to facilitate an earlier release date for API growth reports, from October to August, prior to or simultaneously with the release of AYP. The Board took this action in belief that the API, which focuses on the need for continual and constant growth in student achievement, should remain the cornerstone of the state's school accountability system. In 2003, about 55 percent of schools met the AYP criteria (which focuses only on the percentage of students who are achieving at the proficient level or above regardless of starting point), while 78 percent of schools met their annual API growth targets, both school wide and for designated subgroups, and more than 90 percent of schools made some gain in their API scores.

Another requirement of *No Child Left Behind* is that each state receiving any of the funds available under the act must establish and implement a statewide policy requiring that any student attending a "persistently dangerous" school, or who becomes a victim of a violent crime while in or on school grounds, must be allowed to attend a safe public school in the district. With input of officials from various districts throughout the state, the Board adopted a definition that designated a school as "persistently dangerous" if the following conditions exist for three consecutive fiscal years:

- the school has a federal or state gun-free schools violation or a violent criminal offense has been committed by a student on school property and
- the number of expulsion for violent criminal offenses (delineated in the policy) for students enrolled exceed the following rates: three expulsions for a school with fewer than 300 students or one expulsion for every 100 students for larger schools.

When the data reported in July 2003 revealed that no schools were so identified, the State Board asked the advisory group to review the definition to ensure that the definition captured those schools that were indeed "persistently dangerous." The Board is still in the process of reviewing the definition.

### ***English Learners***

In January 2002, the SBE adopted K-8 Reading/Language Arts/English Language Development programs that included specially designed instructional strategies to ensure English learners have equal access to the state's rigorous English-language arts academic content standards, which lay out what students should know and be able to do at each grade level. With that action, California became the first state in the nation to require all K-8

basic instructional programs to include materials that can be used by the regular classroom teacher to teach grade-level content standards to English learners while they attain English-language proficiency.

Although the Board had previously adopted regulations in 1998 to implement Proposition 227, in May of 2002, the Board revised these regulations to guide implementation of Proposition 227 and other laws regarding educational services to California's 1.5 million English learners. Key provision in the regulations with regard to parental exception waivers were as follows:

- School districts must provide parents and guardians with a full, written description and, upon request from a parent or guardian, a spoken description of the structured English immersion program and any alternative courses of study and all educational opportunities;
- School principal and educational staff may recommend a waiver to a parent or guardian;
- Parents/guardians who are denied waivers must be informed that they may appeal to the local governing board of the school district if the local board has established that appears process, or to a court;
- Section 11316 requires that notices required by the regulations comply with current Education Code Section 48985, which provides that notices to parents or guardians must be in the primary language if 15 percent or more of the pupils enrolled in the school speak a single primary language other than English.

In November of 2002, the Board announced the completion of the Spanish language translation of the two K-6 instructional programs adopted as part of the 2002 English-Language Arts/English Language Development textbook adoption. These Spanish language alternate formats of the adopted English-language arts programs were reviewed for accuracy in translation and approved as fully adopted, standards-aligned programs.

After receiving information and giving opportunity to comment at four separate board meetings during the spring and summer of 2003, the State Board discussed and approved, in July, the annual measurable achievement objectives (AMAOs) for English learners as required by NCLB. These AMAOs lay out 1) the gains in percentage of students meeting annual objectives on the California English Language Development Test and 2) the percentage of English learners expected to attain proficiency in English each year.

During the initial implementation of Reading First, the Board was of the opinion that the federal law required every K-3 classroom in an approved Reading First school to implement the full English-language arts program using the adopted instructional materials in English. California's approved Reading First plan expressly relies on two K-3 English-language arts instructional programs, which include English language development components, but were only available in English at the time that the California Reading First plan was approved. Also, these two instructional programs are fully aligned with California's English-language arts academic content standards and would provide students

with the necessary support to reach proficiency on the California Standards Tests for English-Language Arts by the end of third grade – a test that is in English. With the passage of AB 1485, California’s Reading First plan was amended to allow classrooms operating under a Proposition 227 waiver to use the approved alternate format instructional materials in Spanish.

### ***Professional Development***

In February 2002, the Board approved criteria for the evaluation and approval of training providers for AB 466, Math and Reading Professional Development Program and for AB 75, the Principal Training Program. The AB 466 professional development program provides intense and sustained training to classroom teachers in how to use the state-adopted core instructional materials in reading and math. Under AB 75, school site administrators receive training in the adopted materials as well as the skills necessary to be an effective instructional leader. The first cadre of providers was approved the following May.

After nearly a year of staff collaboration and consultation with representatives from the Commission on Teacher Credentialing, higher education, various teacher organizations, and other education organizations and stakeholders, the State Board approved a conceptual plan for compliance with the “highly qualified” teacher provisions of NCLB in July 2003. The new federal law requires that all teachers have a four-year college degree, are appropriately certified or credentialed by their state, and have established their subject matter competency in very specific ways. New elementary teachers must pass a rigorous state test that covers multiple subjects. Those entering the profession at the middle and high school levels must have a major or pass a test in each of the subjects they teach. All teachers who are “not new” to the profession will be able to satisfy the requirement for establishing subject matter competency through an alternative evaluation process specifically outlined in the law. In response to further input from the field and guidance from United States Department of Education (USDE), and in an effort to maximize any available flexibility, the regulations were amended several times before being acted upon by OAL and are once again in the process of being amended in order to take advantage of additional flexibility provided by the USDE in the spring of 2004.

### ***Charter Schools***

California assigned numbers to 221 new charter schools between January 2002 and July 2004.

To ensure that students at charters schools are receiving appropriate instruction, at its June 2002 meeting, the Board adopted regulations pursuant to SB 740 authorizing charter schools to receive funding for nonclassroom-based instruction only if the following conditions are met:

- the charter school's site is a facility used principally for classroom instruction;
- the charter school requires its pupils to be in attendance at the school site for at least 80 percent of the minimum instructional time required by law;
- at least 80 percent of the instructional time offered is at the school site; and
- the pupils are engaged in educational activities and under the immediate supervision and control of a charter school employee authorized to provide instruction.

In May 2003, the State Board adopted regulations regarding claims for average daily attendance for pupils over the age of 19 by charter schools and charter granting entities. The regulations state that beginning in 2004-05, a pupil who is over the age of 19 years may generate attendance for apportionment purposes in a charter school only if both of the following conditions are met: 1) the pupil was enrolled in a public school in pursuit of a high school diploma (or an individualized education program if student is in special education) while 19 years of age and, without a break in public school enrollment since that time, is enrolled in the charter school and is making satisfactory progress towards a high school diploma; and 2) the pupil is not over the age of 22 years.

### ***Other State Board of Education Projects and Accomplishments***

In 2000, the Legislature enacted a law to add Algebra I as a requirement for high school graduation, starting with the class of 2004. In January of 2004, it became known that many had not met the Algebra I requirement for a variety of reasons, including, in many instances, lack of notice of the requirement and inadequate counseling, leaving a number of graduating seniors at risk of not receiving a diploma. The State Board took action to allow limited-term waivers of the state law requiring completion of Algebra I as a condition of graduation to be placed on its consent agenda under the following conditions:

- Students in the class of 2004 who have not completed Algebra I will be enrolled, or remain enrolled, and will be encouraged to complete the course during the spring semester of 2004;
- All students (and their parents/guardians) in the class of 2005 who have not completed Algebra I will be advised immediately of the Algebra I completion requirement and receive counseling in selecting summer school classes in 2004 and regular classes in 2004-05 to ensure that they enroll in and complete Algebra I; and
- Any district seeking such a waiver agrees to provide a status report to the California Department of Education on all of its students in the class of 2004 and the class of 2005 who have not completed Algebra I and the efforts being made to facilitate their completion of the course.

The Board made it clear that they do not intend to consider, as a consent matter, these types

of waivers for students in the class of 2005 and thereafter.

### ***Legislative Priorities***

The State Board approved six core principles to guide liaisons and staff in the pursuit of legislation. These principles include:

- preserving the existing assessment system [including the Standardized Testing and Reporting (STAR) Program, the California High School Exit Examination (CAHSEE), and the California English Language Development Test (CEDLT)];
- maintaining the state's existing accountability system, making only those minor conforming changes necessary to comply with NCLB;
- encouraging submission of more instructional materials by publishers that will meet California's rigorous requirements; (4) safeguarding the academic content standards as the foundation of California's K-12 educational system;
- strengthening coordination between K-12 and higher education; and
- encouraging only the highest quality charter schools.

The Board's legislative liaisons, with the help of Board staff, will review legislation enacted as a result of the 2004 session. That information will be shared with the State Board in November, along with recommendations for specific legislation that may be needed in the future to reinforce these priorities. Formal recommendations of the State Board for future legislation will be forwarded to the Governor at that time.

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## CURRENT MEMBERS OF THE CALIFORNIA STATE BOARD OF EDUCATION

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<b>Members</b>	<b>Began Service</b>	<b>Term Expires</b>
Ms. Ruth E. Green* <i>2004 State Board President</i>	February 25, 2004	January 15, 2008
Ms. Glee Johnson* <i>2004 State Board Vice President</i>	February 18, 2004	January 15, 2008
Mr. Reed Hastings*	February 25, 2000	January 15, 2006
Mr. Joe Nuñez	October 26, 2001	January 15, 2006
Mr. Donald G. Fisher	March 15, 2001	January 15, 2005
Ms. Suzanne A. Tacheny	March 15, 2001	January 15, 2005
Ms. Ruth Bloom*	February 12, 2004	January 15, 2007
Ms. Jeannine L. Martineau*	February 10, 2004	January 15, 2008
Ms. Bonnie Reiss*	February 06, 2004	January 15, 2006
Mr. Johnathan Williams*	February 18, 2004	January 15, 2007
Mr. Ricky S. Gill* <i>2004-2005 Student Member</i>	August 1, 2004	July 31, 2005

*\*These appointees are subject to confirmation by the State Senate. They may serve up to one year without Senate confirmation.*

<i>Previous Members</i>	<b>Began Service</b>	<i>Term Expired</i>
Nancy Ichinaga	02/25/00	01/15/04
Carlton Jenkins	02/09/99	01/08/03 (Resigned)
Vicki Reynolds	02/09/99	08/23/02 (Resigned)
Carol S. Katzman	03/11/03	11/18/03 (Appt. withdrawn)
Susan Hammer	02/09/99	01/15/03
Luis J. Rodriguez	04/16/03	11/18/03 (Appt. withdrawn)
Robert J. Abernethy	03/17/00	01/28/04
Marion Joseph	08/14/97	01/15/03 (Resigned)
Curtis Washington	03/21/03	11/18/03 (Appt. withdrawn)
Stephanie H. Lee (student)	07/02	06/03
Brent Godfrey (student)	07/03	06/04



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## CALIFORNIA STATE BOARD OF EDUCATION STAFF

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**Rae Belisle**, *Executive Director*

**Karen Steentofte**, *Chief Counsel*

**Debbie Rury**, *Education Policy Consultant*

**Deborah Franklin**, *Education Policy Consultant*

**Rebecca Parker**, *Education Policy Consultant*

**Maryanna Rickner**, *Legal Assistant*

**Vickie Evans**, *Executive Assistant*

**Robin Jackson**, *Executive Secretary*

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## PREVIOUS STAFF

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**John B. Mockler**, Executive Director

**Rick Brandsma**, Executive Director

**Phil Garcia**, Deputy Executive Director

**Greg Geeting**, Assistant Executive Director

**Camille Esch**, Education Policy Consultant

**Hazel Bailey**, Executive Assistant

**Cathy Akana**, Executive Assistant

**Katherine Gales**, Office Technician

Schedule for Curriculum Framework Development and Adoption of K-8 Instructional Materials															
Calendar Year		99	00	01	02	03	04	05	06	07	08	09	10	11	12
Have academic content standards and SBE adopted instructional materials	History-Social Science	A		F		c		A			F			A	
	Science	c	A		F		c		A			F			A
	Mathematics	c (A)		A			F c			A			F		
	Reading/Language Arts/ELD	c (A)			A			F c			A			F	
Has content standards and SBE adopted instructional materials	Visual & Performing Arts					F c			A					F	
Have no standards but have SBE adopted instructional materials	Foreign Language			F c		A						S F c			A
	Health				F c		A						F		
Have neither standards nor SBE adopted instructional materials	Physical Education						S		F						F

(A) = AB2519 Additional Adoptions Process\*

A = Primary Adoption

a = follow-up adoption\*\*

F = Framework

f = Framework update

c = Evaluation Criteria

SBE = State Board of Education

ELD = English Language Development

S= Standards to be adopted by SBE

\*The AB2519 Adoptions were added to existing adoption lists; the list to which 2519 Mathematics materials were added expired June 30, 2003, while the list to which 2519 Reading/Language Arts materials were added expires June 30, 2005.

\*\*The follow-up adoption schedule will be implemented once regulations for SB 1058 are operative.